DOCUMENT RESUME

ED 086 645 SP 007 543

TITLE	The Special Education Resource Room and Teacher Training Program.
INSTITUTION	Temple Univ., Philadelphia, Pa. Coll. of Education.
PUB DATE	Nov 73
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College School Cooperation; *Handicapped Children; *Individualized Instruction; Regular Class Placement; *Resource Centers; *Special Education; *Teacher Education
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

The Philadelphia School District, in conjunction with Temple University, initiated the Resource Room-Teacher Training Cooperative Program in September 1970 to offer school-aged children with educational handicaps the security of normalization, special instructional environments, and optional field-based teacher education resources and settings. Elementary schools provided learning centers (resource rooms) and a teacher-training room, in rooms previously designed as self-contained special education units. Temple prepared special education personnel in these innovative resource rooms, while the children become eligible for pinpointed educational intervention in regular classes. Evaluation of the resource room program indicated increased student achievement in reading and arithmetic. The students expressed favorable attitudes towards the program in interviews. The primary means of evaluating the teacher training program involved obtaining the judgments and reactions of students concerning their experiences and activities. (Author/JA)

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The Special Education Resource Room and Teacher Training Program

Submitted by:

College of Education, Temple University

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SUMMARY

Teacher Training in Special Education and Resource Room Intervention

In recent years educators in both regular grades and in self-contained special education classes have become increasingly discontented with traditional procedures which separate normal from handicapped children. It has become clear that self-contained classes, comprised of children with medico-psychological disability labels, do not necessarily meet basic learning needs of the children. Additionally, parents of children so labeled have become militant in their objections to the personal stigma accompanying special class placement. (See Pa. Federal Court Action "PARC Decision"). To create an alternate model of delivering educational services, and to develop a Teacher-Training Program in conjunction with those services, the School District of Philadelphia and Temple University together initiated the Resource Room-Teacher Training Program in September, 1970. In three elementary schools special classes were disbanded, the pupils returned to regular grades, and the rooms converted to learning centers, available on referral basis to every enrolled school child, regardless of grade, age or previous school history. In effect, every child with a unique instructional or behavioral problem could be in a part-time, individualized or small group session, requiring no clinical labels or full-time self-containment. The resource rooms, as the learning centers were called, became, in three years, institutionalized for both the University and the school as the structure for all future special education programs. For additional individualized teacher-training, each building provided the University with a supervised educational diagnostic center.

The results of these changes:

a) An increase of 300% in the number of children now taught versus the former self-containment model.

b) A new model of professional training based on observed educational needs, not clinical labels;

c) New Philadelphia personnel categories for hiring teachers to reflect new job specifications in diagnostic and prescriptive teaching in special education;

d) Positive parental attitude change toward the nature of the educational services rendered;

e) Teacher acceptance of children, especially in conjunction with this type of supportive service.

f) Significant pupil achievement increase as well as significant increase in social adjustment compared to controls.

THE SPECIAL EDUCATION RESOURCE ROOM AND TEACHER TRAINING PROGRAM

INTRODUCTION

In recent years special educators have become increasingly discontented with the use of traditional disability categories for organizing and administering either school programs for handicapped children or teacher prepareation programs in special education (CEC Policies Commission, 1971; Christoplos & Renz, 1969; Deno, 1970; Dunn, 1968; Iano, 1972; Nelson & Schmidt, 1971; Quay, 1968; and Reger, Schroeder & Uschold, 1968). New models have been proposed which would (1) emphasize educationally relevant behaviors of children rather than medico-psychological diagnostic categories, (2) encourage integration of handicapped children with their peers in general education, (3) minimize labeling and stigmatization of handicapped children, (4) prepare special education teachers to fulfill a wide range of roles, including resource room teaching, diagnostic and prescriptive teaching, consulting with regular class teachers, and teaching in special classes, and (5) generally encourage greater coordination and integration between regular and special school programs.

In response to these trends which seem to demand radical changes in both public school and teacher preparation programs in special education, the School District of Philadelphia and Temple University cooperatively initiated a Resource Room and Teacher Training Program in September, 1970. Resource Room-Teacher Training Centers were established in three elementary schools. The Centers were designed to provide both special educational services for handicapped children and practicum experience for Temple University students training to be special education teachers.

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At each Center three self-contained special classrooms for Educable Mentally Retarded (EMR), Emotionally Disturbed (ED), or Learning Disabled (LD),

were disbanded, and two (2) resource rooms and a teacher-training room were established in their place. The handicapped children, whose experience had been exclusively in self-contained special classes, were then educated through the resource rooms and regular classes. The teacher-training rooms (one at each Center), each under the direction of a Temple University supervisor on a full-day basis, provided training experiences for the University students, as well as diagnostic and remedial services to the children. In September, 1972, a fourth elementary Center was established which in addition to the original centers also served visually handicapped children.

OBJECTIVES OF THE PROGRAM

The major objectives of the Program are to (1) minimize categorical labeling of handicapped children and program for them based upon observed educational needs, (2) integrate handicapped children into regular classes as much as possible, (3) increase the coordination between special and regular education programs, and (4) prepare leadership personnel to assume a wide range of resource and consultative skills as special education teachers. The objectives of the program are specified in the sections below for three groups: 1) students in training to be special education teachers, 2) handicapped pupils, and 3) regular classroom teachers and school administrators.

Objectives for Students in Training to be Special Education Teachers

The general objectives of the Resource Room Teacher Training Program were:

1. To offer students realistic teaching tasks and experience by basing their practicum in a school setting.
2. To provide students with experience in working with children who display a variety of learning and behavioral difficulties at

differing ability and age levels.

3. To provide students with experience in assuming a wide range of tasks and roles, including diagnostic tutoring of individuals, teaching small groups and classes, consulting, and coordinating their efforts with other teachers.
4. To organize and sequence practicum experiences so that students assume increasingly complex responsibilities as they develop increasing knowledge and skills.
5. To provide students with training-resource rooms where they can experiment, engage in trial and error, and develop their own teaching units more freely than they could by practicing only in classrooms where the programs have been developed by established teachers.
6. To provide students with courses emphasizing educational diagnosis and programming for the various learning and behavior difficulties which children may exhibit, in contrast to emphasizing the categorization of children by distinct disability labels. Also, through offering the major part of such a course sequence during the students' practica, to provide an integration between the formal study of methods and curricula and the practicum experience.

The specific objectives of the program in terms of student achievement were to develop skills in:

1. Adapting teaching to children of various ability and age levels.
2. Using informal and formal assessment of achievement levels and skills.

3. Developing behavioral objectives based upon assessment of the pupil and knowledge of the subject or learning area.
4. Developing learning activities and materials related to objectives.
5. Sequencing learning activities to achieve objectives.
6. Relating objectives to evaluation of teaching and learning.
7. Using pupil responses during teaching-learning sessions to adapt teaching, assess pupil progress, and re-evaluate plans.
8. Adapting teaching to individual differences within a classroom group.
9. Guiding pupils in effective discussion, in exchanging ideas, and in cooperative learning.
10. Planning and integrating learning experiences around a major purpose or goal.
11. Relating learning activities to pupils' interests and experiences.
12. Administering, scoring, and interpreting tests for diagnosing learning difficulties.
13. Relating remedial methods and materials to various kinds of learning deficiencies.
14. Applying behavior modification techniques.
15. Consulting and coordinating their efforts with resource room and regular classroom teachers.

Objectives for Handicapped Children

The objectives listed in this section refer to two groups of pupils. One group consists of those children in Resource Room Centers who were previously in special classes for the mentally retarded, emotionally disturbed, or learning

disabled and who have been returned to regul
ar classes. The other group
consists of pupils in regular classes who du
ring the course of the school
year are referred to the resource rooms beca
use of academic, behavioral,
or personal problems. The objectives were r
elative to

A. Becoming more successfully integr
ated into the regular class, by

1. Spending most of the school d
ay in the regular class.

2. Becoming better socially acce
pted by other pupils in the
regular class.

3. Increasing participation in g
roup activities in the regular
class.

4. Becoming perceived by the regu
ular class teacher as more
acceptable in social and acade
emic behavior.

B. Improving academic performance by

1. Improving more rapidly in acad
demic achievement than regular
classroom peers.

2. Improving in academic achieven
ment more rapidly than before
resource room referral.

C. Improving self-concept: developing
g more positive academic, social
and personal self-perceptions.

D. Improving in attitude toward schoo
ol.

1. Improving daily attendance.

2. Deriving greater satisfaction
from school activities.

Objectives for Regular Class Teachers
and School Administrators

It was our belief that special and reg
gular education have become too
separate. This separateness is partially ref
flected in the proliferation of
self-contained special classes for various gr
roups of handicapped children.

One consequence has been that regular classroom teachers and school administrators have come to believe that working with exceptional children requires training, methods, materials, etc. that differ entirely from those of general education. Thus, regular class teachers often resist working with children labeled as handicapped for even part of the school day, or they often resist working with the children even in activities in which their disabilities do not impair task-performance.

In order for there to be an educationally more effective relationship between general and special education then, general educators must realize that a handicapped label does not define a whole child, that handicapped children are more like than unlike normal children, and that regular class teachers, their classrooms, and their pupils have much to offer most handicapped children.

The objectives listed below relate to attitudes we hoped to effect in general educators through a special education program which emphasizes integration and cooperative programming with general education. It is desired that regular teachers and administrators:

A. Would consider most educable mentally retarded (EMR), emotionally disturbed (ED), and learning disabled (LD) children as being able to benefit from (1) inclusion in regular classroom programs, (2) regular classroom peers, and (3) general education methods and materials.

B. Would consider regular class teachers as generally competent to provide at least part of the school program for most EMR, ED, and LD children.

C. Would consider resource room programs as more efficient and effective than self-contained special classes in servicing the needs of most EMR, ED, and LD children.

DESCRIPTION OF THE PROGRAM

The Resource Room Program

In the Fall of 1970, three self-contained classrooms were converted into training rooms and resource rooms in each of the three selected elementary Center. The EMR, ED, and LD children were returned to regular classes. The philosophy and goals of the Program were communicated to the regular class teachers and other school personnel during meetings which were held in the previous Spring and early Fall. It was made clear to the teachers that if any of the handicapped children showed extreme difficulty, we would have them removed from the regular classroom immediately. However, the regular classroom teachers were asked to wait two weeks before referring any children.

Each resource room is headed by a special education teacher hired by the School District of Philadelphia. Within their respective elementary schools, the resource rooms receive children who need special educational services from all grade levels. Pupils attend the resource rooms, according to their needs, for varying lengths of the school day and term. The Program allows for a great degree of flexibility in programming, placement, and grouping of children. Over the course of the school year approximately three times as many handicapped children are served by the resource rooms, training rooms, and regular classes combined than previously had been served by the self-contained special classes. Furthermore, many children originally diagnosed as RE, LD, or ED have been integrated into regular classes on a full-day basis.

A procedure for referral of children to the resource rooms was established at each Center, Simple forms are used with which the regular class teachers can initiate referrals. The forms are usually given to one of the Resource Room Teachers or to the Temple University supervisor. At this point, there is direct communication with the regular class teacher concerning the referred child and his problems. If the child's problem is severe, indicating the need for immediate removal from his classroom, then the child is immediately placed in the resource room. Such problems are, however, relatively few in number, and most referrals are held for discussion at a general meeting which takes place approximately once every week. Less than half of the children originally placed in the special classes were referred to the resource rooms.

The numbers and type of personnel attending the general meeting for placement of children vary somewhat from Center to Center. At each Center, the Temple University supervisor and the resource room teachers attend the meetings. The principals of the schools often attend. Other personnel who attend depending on the particular Center are school psychologist, guidance counselors, and remedial teachers. Regular classroom teachers also attend when a placement decision is considered difficult or complex.

Eventually, most children are recommended for increased or full-time return to regular classes. In these instances, there are direct conferences with regular class teacher involved. For some pupils referred to the resource rooms it is found that a change from one regular classroom to another is most effective rather than remedial work in the resource room.

All the resource rooms use some form of behavior modification and token reinforcement in varying degrees, especially for children with severe behavioral

or motivational problems. At two of the Centers, one of the two resource rooms receives the younger and lower ability level children, and the other resource room receives the older and higher ability level children. At the third Center, one of the resource rooms concentrates on the more severe remedial problems. Most children are scheduled for approximately one hour of work each day in the resource room, and very rarely are children found to require both mornings and afternoons in the resource room.

The children are grouped in various ways. Those with severe behavioral or academic problems are worked with individually. Others work in small groups requiring greater independence and ability to relate with others. Children who appear to be nearing full-time regular class scheduling are sometimes observed and taught in fairly large groups and in circumstances which require behaviors from them similar to those required in the regular classroom.

Both the training rooms and the resource rooms service handicapped children. However, particularly at the beginning of the school year when the trainees are relatively inexperienced, the pupils who come to the training rooms usually exhibit only mild problems. As the students develop assessment skills, the training rooms often provide diagnostic services to the resource rooms.

It appears that the regular class teachers in the Resource Room Centers feel a greater involvement than previously in special education, and that they do not relinquish their commitment to the pupils they refer to the resource rooms. Moreover, not only have the resource room teachers interacted with regular class teachers to a greater extent than they had as teachers of self-contained special classes, but the students in training have also had con-

siderable interaction with the regular class teachers.

Description of the Teacher Training Program

The practicum sites are provided by the four Resource Room Training Centers which was established in September, 1972. One serves visually handicapped children, as well as normal children and those with various other kinds of handicaps. Each Center accommodates from 12 - 16 practicum students for a total of approximately 55 students. A Temple University practicum supervisor is assigned on a full-day basis to each Training Center. Students attend the Centers three hours each school day for their practicum experience. At each Center, half of the students are assigned to morning sessions and the other half are assigned to afternoon sessions.

Each Center contains a training resource room reserved for use by practicum students and directed by the Temple University supervisor. The use of the training resource room makes it possible to program teaching tasks for the students. The initial tasks assigned are relatively simple and with pupils who do not display significant problems in learning. The tasks become gradually more complex as the students become responsible for teaching groups, special units, and children with difficult learning problems.

The training resource room situation is such that the students are perceived by the pupils they work with as being in charge of their own programs rather than as mere visitors to an already established program. In addition, there is ample opportunity for trial and error and experimentation without interfering with the programs of other teachers.

The students are also provided with experiences outside the training resource room. They observe and practice in the regular classrooms and

in the resource rooms, as is traditionally done in student teaching. However, the observations and practice teaching are selectively offered at strategic times in the Program. Periodically, students observe in the classroom setting those pupils they are soon to work with, observe experienced teachers demonstrate certain techniques, and are observed by either a teacher or a supervisor as they teach classes in selected areas of instruction.

Students also gain valuable experiences in learning to coordinate their efforts with experienced teachers of the resource and regular classrooms. In conferences, students and teachers cooperatively plan, exchange ideas, and share insights about pupils they are working with. The intensive involvement in observation and teaching help the students to develop enough understanding of the classroom teachers' tasks to realistically communicate with them. One of the unique outcomes of the program is, then, growth in the abilities of the students to consult and to coordinate their efforts with those of other teachers.

The Program is generally restricted to students who have completed an undergraduate major in elementary, secondary, or special education. Upon successful completion of thirty credit hours the students receive a master's degree in education and certification to teach emotionally disturbed, mentally retarded, and learning disabled children.

Summer Session.....6 credit hrs.

Spec. Ed. 300: Psych. & Ed. of Exceptionalities.....3 credit hrs.

Ed. Psych. 525: Introduction to Survey Research.....3 credit hrs.

Fall Semester.....12 credit hrs.

Spec. Ed. 691: Practicum in Teaching in Spec. Educ.....3 credit hrs.

Spec. Ed. 301: Curriculum Adjustment in Spec. Educ.....3 credit hrs.

Spec. Ed. 307: Problems in Language Development.....3 credit hrs.

Spec. Ed. 308: Problems in Soc. & Emot. Development.....3 credit hrs.

Spring Semester.....12 credit hrs.

Spec. Ed. 692: Practicum Teaching in Spec. Educ.....3 credit hrs.

Spec. Ed. 305: Problems in Cognitive Development.....3 credit hrs.

Spec. Ed. 306: Problems in Percept. & Motor Dev.....3 credit hrs.

Spec. Ed. 601: Seminar in Special Education.....3 credit hrs.

Total Credit hours.....30

The courses in methods and curriculum are scheduled in the Fall and Spring semester, parallel to the practicum, so that the course work can be related to the problems and tasks the students meet in their practicum experiences. University supervisors, as well as providing the usual practicum supervision, help to coordinate course work with the practicum.

As mentioned previously, one program is provided for students who are interested in teaching visually handicapped children. Their practicum is similar to that of the other students in the Program except that they additionally experience work with visually handicapped children. There are also some differences in course work. Upon successful completion of 36 hours the students receive a master's degree in education, certification to teach visually handicapped children and depending upon their interests and work emphasis in the practicum, certification to teach children from two of the three handicap areas included in the program outlined above.

EVALUATION OF THE PROGRAM

The evaluation is presented in two parts: (1) of the Resource Room Program for handicapped children, and (2) of the Teacher Training Program.

Evaluation of the Resource Room Program

A study (Hammill, Iano, and McGettigan, in press) conducted at the completion of the first year of the Program indicated that the rate of progress in reading achievement for educable mentally retarded was significantly greater when they were instructed in the Resource Room Program then when they were instructed in self-contained special class programs. A second study (Walker, 1972) conducted at the completion of the second year of the Program indicated that educable mentally retarded children who had been instructed in the Resource Room Program achieved significantly better in both reading and arithmetic than did a comparable group of children who had been taught in self-contained special classes.

Children attending the resource rooms were interviewed in May, 1972 to determine their attitudes and feelings toward the Program. Over ninety percent of the children expressed favorable attitudes toward the Resource Room Program, and they more often expressed favorable attitudes toward the resource rooms than they did toward their regular classes. When asked what they liked about attending the resource rooms, the children's responses fell into two major categories: the nature of the work or activities, and the teachers. These results strongly indicate that we have successfully achieved our goal of closely matching programs to children's needs and capabilities. Further interview results indicate that both educable mentally retarded children and their parents prefer regular class integration with supportive resource room help to self-contained special class programs.

Evaluation of the Teacher Training Program

The primary means for evaluating the Teacher Training Program has been through obtaining the judgements and reactions of students concerning their

experiences and activities. The faculty periodically meets with the students during the school year for informal, periodic evaluations. These evaluations provide the basis for changes and adjustments in the Program during the school year. A second kind of evaluation is more formal and is made at the end of each year. The results of year-end evaluation for 1970 - 1971 and 1971 - 1972 are presented below.

Students were asked to rate various aspects of the Program using a rating of (1) for very high in value, (2) for high in value, (3) for moderate in value, (4) for low in value, and (5) for very low in value. For both years the students rated the practicum experience as high to very high in value, with average ratings of 1.3 in 1971 and 1.3 in 1972. The course were rated overall as moderate to high in value, with average ratings of 2.2 in 1971 and 2.6 in 1972. These results confirm our conception that a strong practicum is the basis of a successful teacher training program.

The students were asked to recommend activities in the Program which should be retained or increased in emphasis, and those which should be eliminated or decreased in emphasis. They were also asked to list the major strengths and weaknesses in the practicum. The results for these parts of the evaluation indicate that students are willing to spend even more time in practicum than is required, that courses with practical implications are quite desirable, that the range and variety of experiences are extremely valuable, that supervision is absolutely esstential.

From the student responses it seems reasonable to conclude that the Program has been successful in providing a realistic practicum base, effective supervision, and a wide range of experiences in teaching and working with

problems children. Further, it is the practical aspects of the Program which students apparently considered to be most valuable, and a number of students suggested increasing these practical aspects.

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IF ONE CHILD NEEDS

A Child...
an Individual...
with his own wants
his own needs
his own way of doing things.

Yet the function of a school is to educate
all of the children enrolled.
But to do so, the educational structure has
grouped and re-grouped students by a variety
of criteria. Ever since the first public
school grading began in the Quincy School,
Boston, Massachusetts, 1848, educators
have found the classifying and sub-grouping
of students an essential part of the
educational system.

Even today, children are grouped.
For most children, grouping by grade
sequence is considered adequate...
For the "special" child, a self-contained
classroom. In recent years educators in
both regular and self-contained special
education classes have become increasingly
discontented with traditional procedures
which separate normal from handicapped
children.

Realizing that all school aged children with educational handicaps need the security of normalization, as well as special instructional environments, the School District of Philadelphia and Temple University together have initiated the Resource Room - Teacher Training Program, a cooperative program in which elementary school rooms previously disgnated as self-contained special education units, become learning centers and teacher-training rooms. Special education children are returned to regular classes... and every child enrolled in the school becomes eligible for personalized educational intervention.

Now in its fourth year, the Program has caused major changes in the training and hiring of special education teachers, special education teachers who are consultants to regular class teachers, (pause), itinerant and building-based diagnosticians, (pause), and prescriptive teachers. The impact of this program has been felt by both graduate trainees and regular class teachers and has made marked improvements in pupil achievement profiles and positive parental attitudes.

In September of 1970 under the conceptualization of Dr. Herbert Quay, Chairman of the Division of Educational Psychology, and Dr. Richard Iano, Associate Professor of Special Education, Dr. David Horowitz, Deputy Superintendent for Instruction of the School District of Philadelphia, The Resource Room program began in three schools.

At each Center, three self-contained special classrooms for Educable Mentally Retarded, Emotionally Disturbed, and Learning Disabled Students were disbanded and two (2) resource rooms and a teacher-training room were established in their place. The handicapped children, whose experience had been exclusively in self-contained special classes, were then educated through the resource rooms and regular classes. The teacher-training rooms (one at each Center), each under the direction of a Temple University supervisor on a full-day basis, provided training experiences for the University students, as well as diagnostic and remedial services to the children. In September, 1972, a fourth elementary Center was established which in addition to the

original centers also served visually handicapped children, and in September, 1973, a fifth school was added to the program.

The co-directors of the Resource Room Program are Dr. Jim McGettigan, Dr. Saul Axelrod, and Dr. Betty Hare, who are faculty members of the Department of Special Education, Nettie Bartel, Chairman.

The major objectives of the Program are:

1. to minimize categorical labeling of handicapped children,
2. to program for them based upon observed educational needs,
3. to integrate them into regular classes,
4. to increase the coordination between special and regular education programs,
5. to prepare leadership personnel to assume a wide range of resource and consultative skills as special education teachers.

Each resource room is headed by a special education teacher hired by the School District of Philadelphia. Within each elementary school, the resource rooms receive children from all grade levels who need special educational services.

Pupils attend the resource rooms for varying lengths of the school day and term, according to their needs.

The concept allows for a great degree of flexibility in programming, placement, and grouping of children. Over the course of the school year approximately three times as many educationally handicapped children were served by the resource rooms, training rooms, and regular classes combined, than had been previously served by the self-contained special classes. Furthermore, many children originally labeled as "special education students" have been integrated into regular classes on a full-day basis, spending 75 to 85% of their time with their peers and only 15% to 25% of their time in the Resource Room.

A procedure for referral of children to the resource rooms was established at each Center. Regular class teachers can initiate referrals using a simple form. Direct contact with the regular class teacher, concerning the referred child and his problems, is made. If the child's problem is severe, indicating the need for immediate removal from his classroom, the child is scheduled for pyschological testing and referral.

Such problems are, however, relatively few in number, and most student referrals are held for discussion at a general meeting which takes place each week. Less than 50% of the children originally placed in the special classes get referred for the resource rooms.

At each Center, these weekly referral meetings are attended by the Temple University supervisor, the resource room teachers, the principal, the school psychologist, guidance counselors, and remedial teachers, depending on the particular Center. Regular classroom teachers also attend when a placement decision is considered difficult or complex.

In addition, there are direct conferences with the regular class teacher involved. For some pupils referred, it is found that a change from one regular classroom to another is more effective than remedial work in the resource room.

All of the resource rooms use some form of behavior modification and token reinforcement, especially for children with more severe behavioral or motivational problems. At two of the Centers, one of the two resource rooms receives the younger and lower ability level children, and the other resource room receives the older

and higher ability level children. At a third Center, one of the resource rooms concentrates on the more servere remedial problems. Most children are scheduled for approximately one hour of work each day in the resource room.

Children with moderate behavioral or academic problems are worked with individually. Others work in small groups requiring greater independence and ability to relate to others. Children who appear to be nearing full-time regular class scheduling are observed and taught in fairly large groups in circumstances which require behaviors from them similar to those required in the regular classroom.

The training rooms and the resource rooms serve handicapped children. AT the beginning of the school year when the trainees are relatively inexperienced, pupils who come to the training rooms usually exhibit only mild problems. As each trainee develops better assessment and instructional skills he moves into the resource rooms.

As a part of the program regular class teachers feel a greater involvement in special education,

and do not relinquish their commitment to the pupils they refer to the resource rooms. Moreover, the resource room teachers interact with regular class teachers to a greater extent than they had as teachers of self-contained special classes; further more, trainees have considerable interaction with the regular class teachers.

Practicum sites are provided in each center accommodating from 12 to 16 practicum trainees for an approximate total of 70. A Temple University practicum supervisor is assigned on a full-day basis to each Training Center. Trainees attend the Centers three hours each day for their practicum experience, half of the trainees assigned to morning sessions and the other half assigned to afternoon sessions.

In the training resource room, it is possible to program teaching tasks for the trainees. The initial tasks assigned are relatively simple, with pupils who do not display severe problems in learning. The tasks become gradually more complex as the trainees become responsible for teaching groups, special units, and the children with difficult learning problems.

In the training resource room, trainees are perceived by pupils as being in charge of their own programs rather than as mere visitors to an already established program.

In addition, ample opportunity for experimentation is provided without interfering with the programs of other teachers.

Trainees are also provided with experiences outside the training resource room. They observe and practice in the regular classrooms and in the resource rooms, as is traditionally done in student teaching. However, observations and practice teaching are selectively offered at strategic times throughout the Program. Students observe in the classroom setting those pupils they are soon to work with; they observe experienced teachers demonstrating certain techniques, and are observed by either a teacher or a supervisor as they teach classes in selected areas of instruction.

Trainees also gain valuable experiences in learning to coordinate their efforts with experienced teachers in the resource and regular classrooms. In conferences, students and teachers cooperatively plan, exchange ideas, and share insights about pupils they are working with. The intensive involvement in

observation and teaching helps the students to develop enough understanding of the classroom teacher's tasks, gaining the abilities to coordinate their efforts with those of other teachers.

The Program is restricted to students who have completed an undergraduate major elementary, secondary, or special education. Upon successful completion of thirty credit hours, trainees receive a master's degree in education and certification to teach emotionally disturbed, mentally retarded, and learning disabled children.

The ideal of having a teacher who is special in skill, and not just credential alone, has been supported by the Federal Bureau of Education for the Handicapped, and the Office of Education in Washington over the past few years. There have been millions of dollars spent in what is now called non-categorical funding, of which Temple has drawn a considerable number of grants for training. Nevertheless, innovation without evaluation is meaningless.

Several pieces of research conducted by faculty and doctoral students are completed.

The results indicate that:

a) elimination of categorical labeling is possible without an ensuing educational detriment; i.e. both formerly labeled children and a new population identified for educational intevention are all receiving help;

b) observed educational deficits are valid behaviors for instruction, irrespective of "retarded" or "disturbed" labels;

c) most formerly labeled "handicapped" are successful in maintain themselves in regular classes, especially with supportive help;

d) both regular classroom teachers and special education personnel have learned how to increase coordination necessary to support the individual child;

e) compared with self-contained special class children, former special class children, who are mainstreamed, achieve better, particularly in reading, arithmetic and social adjustment;

f) finally, it has been demonstrated that it is feasible to train a resource and consultative teacher who can work with educationally

and mentally handicapped youngsters and their regular classroom teachers.

Children attending the resource rooms were interviewed in May, 1972 to determine their attitudes and feelings toward the Program. Over ninety percent of the children expressed favorable attitudes toward the Resource Room Program, and they often expressed more favorable attitudes toward the resource rooms than they did toward their previous self-contained classes. When asked what they liked about attending the resource rooms, the children's responses fell into two major categories: the work or activities, and the teachers. These results strongly indicate the successful achievement of the close matching of programs with children's needs and capabilities. Further interviews indicate that both educable mentally retarded children and their parents prefer regular class integration with supportive resource room help to self-contained special class programs.

In order to evaluate the Teacher Training Program, graduate trainees were asked to rate various aspects of the Program using a five

point scale, from 1 to 5 with 1 high. Trainees rate the practicum experience with average rating of 1.3 during the first two years.

Thus, the program has been successful in providing a realistic practicum base, effective supervision, and a wide range of experiences in working with problem children.

For four years now we have attempted to meet the special learning needs of Philadelphia elementary school children. In the fifties and sixties it was administratively sufficient to identify, or rather label, certain children as "slow, disturbed, disturbing, or disabled." The effect-psychologically, socially, economically, sociologically and racially was admittedly damaging!

The model we have established for the seventies assigns students to regular classrooms, permits <u>all</u> students to receive pin-pointed educational help, serves a greater number of children without additional resources, removes the personal stigma which labelization entails, and helps to train teachers to recognize and meet the needs of the <u>individual</u> child.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

ease note: This information will be the basis for the description of your institution's A entry in the official DAA booklet given at the Annual Meeting and subsequently distri- ted widely.)

ease Type or Print:

e of Program Submitted: The Special Education Resource Room and Teacher Training Program

stitution (complete name): College of Education, Temple University

esident: Dr. Marvin Wachman

pus Public Information Officer: Ms. Emilie Mulholland

culty Member Responsible for Program: Dr. Nettie R. Bartel

tle of the Faculty Member: Chairman, Department of Special Education

Signature: Nettie R Bartel

Title: Chairman, Dept. Spec Ed Date: 11/21/73

ease describe in 150-200 words the program which you have entered in the 1974 AACTE stinguished Achievement Awards. A sample is included below to give a general idea of e kinds of information we need. Your abstract will be the basis for reporting your try in Excellence in Teacher Education. Please continue on back if extra space is needed.

MPLE:

The Philadelphia School District in conjunction with Temple University initiated the Resource Room-Teacher Training Cooperative Program in September, 1970 to offer school-aged children with educational handicaps the security of normalization, special instructional environments, and optional field-based teacher education resources and settings. Elementary schools provided learning centers (resource rooms) and a teacher-training room, in rooms previously designated as self-contained special education units. Temple prepared special education personnel in these innovative resource rooms, while the children became eligible for pin-pointed educational intervention in regular classes.

Now in its fourth year, the Program has produced major changes in the training and hiring of special education teachers. The Philadelphia School District has doubled the number of centers, added a Resource Center personnel category (consultants to regular class teachers, itinerant and building-based diagnosticians, and prescriptive teachers), and plans further expansion at both the elementary and secondary levels. The Program has also had marked impact on graduate trainees, regular class teachers, pupil achievement, and parental attitudes.